**Focused Observation of Writing**

Features of an effective Writing Lesson (check all observed):

\_\_\_ Expectations for the writing piece reflects students’ abilities and curriculum expectations (what they can do and what will assist them in developing writing skills)

\_\_\_ The lesson begins with a **connection** to yesterday’s work as writers and ends with a focus on what students will learn today (approximately 2 minutes)

\_\_\_ The teacher explicitly states lesson **objective** (what they will **learn**) and **purpose** (how the writing behavior/strategy/skill **helps the writer**, and how they will demonstrate the learning (how they know **they will be successful with the learning**)

\_\_\_ Students are writing for a real **purpose** (strategy/process/content)

**\_\_\_** The lesson begins with **teaching**. The teacher names the learning, and then demonstrates the learning, explains and shows examples of the learning, or engages students in shared inquiry of the learning expected. (approximately 4-5 minutes)

\_\_\_ Teacher actively engages students in the discussion of their topic prior to writing and provides necessary scaffolding (e.g., use of graphic organizer, use of model [effective leads, varying word choice, etc.], turn and talk, or think/pair/share for verbal rehearsal)

\_\_\_ The teacher links the today’s learning what writers will do during the writing time asking “how many of you will do this today,” “turn and talk to your partner, tell them how you will use this today,” etc.

\_\_\_ The students spend the majority of the time actually writing

\_\_\_ The teacher uses observation of student work for a mid-way teaching point (highlight a particular example of good work, steer children around a peer problem, use partners to discuss a particular point raised)

\_\_\_ The workshop ends with a whole group share and reflection on the learning (highlighting examples of student work today)

OTHER:

\_\_\_ Students use word wall, personal word journal, and/or word study notebook to correct spelling and use previously taught words in their writing (as part of the revision process)

\_\_\_ Blended focus on content (voice, word choice, sentence fluency, focus, organization, and content) and conventions reflects students’ demonstrated needs and grade level expectations

\_\_\_ Students develop vocabulary/grammar as a result of the writing lesson

\_\_\_ Students use taught skill in their writer’s notebook (using in a new piece, identifying correct usage in previous writing, or revisiting previous writing to add or revise)

\_\_\_ Graphic organizers are consistent with grade level team members and instruction support teachers (LS, RS, etc.)

**Notes**: